History Podcast Show, *Then and Now*
Global History of the Past 100 Years

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The following document displays the organization of podcast show, *Then and Now*. Most podcasts are not this complicated in terms of quick editing of difference voices and segments. However, a major goal with the weekly podcast was to feature voices of the students in the class. With a large class, lots of roles had to be identified. Some students in the class had other tasks such as contributing information for an exam study guide for each of the three major exams in the course, http://myworldhistory.org

I developed my ideas for the show by listening to many other podcasts for six months before I even began planning this podcast. For me, I do not really notice the organization of events or activities if I am having an enjoyable time. However, I do notice that there must have been a plan behind the event that allowed it to be successful. When listening through the iTunes software on my desk top computer, I began to take notes about the organization of some of my favorite podcast shows. Along the top of the computer screen was a time line that showed the running time for the podcast. It was pretty easy to note the amount of time given for each of the segments of the podcast.

The following organization is not needed to be successful. It simply reflects my interests and is based on surveys with students regarding their desires. One of the most listened to podcasts in history, ᴀHistory according to Bob@ is a very simple and direct presentation. No fanfare, no segments. He just turns on the recorder, speaks nonstop for about 15 minutes, thanks the audience, and stops.

As you consider the somewhat complicated format displayed below, I am fortunate to have a student helper for the technical issues. He assembles the show pieces, creates the podcast, posts it through a blog page, and sends the notification to the iTunes podcast directory that a new show has been posted. Perhaps you will not have that level of support. Relying on volunteer labor from the students is sometimes dangerous, but you might be pleasantly surprised by the interest by tech savvy students helping you and also placing some valuable work experience on their vita. Another option is to not have such a complicated show format and go with a simpler format of just a couple of segments, or even just you recording a short weekly review of the course. But I do think that there is something special about having student voices on the podcast. The introduction of the music is just another element to try to encourage them to listen. It is also a reflection of my past life as a radio station DJ when I was in college a million years ago. I had the Sunday night show.

Weekly Podshow during the Academic Term

Purpose: Provide lecture review session for the world history course primarily from the students' point-of-view.

Format: Weekly, 30-minute podcast show co-produced by students from the class along with the PAL leader, PAL program supervisor, and the course instructor. PAL stands for Peer Assisted Learning. This is an out-of-class, peer-led study group program.

Coproducers of the Weekly Podcast (5 groups): course faculty member, course PAL undergraduate student leader, PAL program coach, and two students who are currently enrolled in the course

Show Content. Some content doesn't change and therefore is reused weekly: Some segments have not been included yet since the basic show format is being tested and refined. The additional segments will be added during fall 2007.

1. Announcement that listener is listening to Then and Now [5 seconds, reused weekly]
2. Show theme music [*10 seconds*, reused weekly]
3. Podcast series introduction [Course faculty member; 30 seconds; reused weekly]
4. [*Not included yet in podcas*t]. Connecting today=s newspaper headlines with current course textbook topics [*Course faculty member; 2 to 3 minutes*]
5. Chapter summary in their own words [*Rotating enrolled student #1; 2 minutes*]
6. [*Not included yet in podcast*] Answers one or two questions of the week. Based on student responses to Aone minute paper@ given at end of class asking them to identify the biggest question unanswered from the class lecture [*Course faculty member; 3 minutes*].
7. Short introduction to the artist featured in this week=s show and the musical selection [*Rotating enrolled Student #2; 1 to 2 minutes*]. This is probably one of the more unusual segments of the weekly podcast. To increase interest in the podcast, assigned students locate music of their own choice from an authorized web site of copyright free music, and then to create a short introduction to the music much like a radio station DJ. Several students during the academic term are given the opportunity to create an entire podcast of music that fits an approved theme.
8. Musical selection
9. Study strategy of the week [*Student PAL facilitator; 3 to 4 minutes*]
10. Short introduction to the artist featured in this week's show and the musical selection [*Rotating enrolled Student #3; 1 to 2 minutes*].
11. Musical selection
12. Preview of potential essay questions for this week's assigned textbook chapter [*Course faculty member; 3 minutes*]
13. Podcast series theme music and closing credits [*PAL program coach; 1 minute; reused weekly*]
14. [*Not included yet in weekly podcast*] Prerecorded promo for another history podcast program produced elsewhere [*Rotating promo spots; 1 minute*]
15. Post podcast show notes, links to additional web-based resources, and related history pod shows through the course blog page (http://myworldhistory.net).

Special Podcast Shows

Course Overview Show

Purpose: Welcome students to the course and begin to set expectations.

Format: 30 minute podcast show posted two weeks before the beginning of the academic term. An e-mail message is sent to the pre-enrolled students ***before*** they arrive on campus to subscribe to the series.

Show Content:

1. Course faculty member: Welcome to the course; short personal background overview; present opportunity for students to co-produce weekly podcast show; encourage students to regularly listen to show.
2. Course PAL facilitator: Quick personal background overview; overview facilitator role; introduce two songs from an artist from the Podsafe Music Network.

First Day Overview Show

Purpose: Provide more in-depth review of course syllabus and setting of expectations for the course.

Format: 30-40 minute podcast show co-produced by the course faculty member and the PAL program coach. Podcast episode posted the first day of first week of class.

Show Content:

1.   Standard introduction and conclusion elements from regular podshow programs.
2.   Course faculty member: Welcome to the course; opportunities to be involved in using technology to support one another in the course; overview of course syllabus
3.   Past students: Audio clips of past students talking about different elements of the course.
4.   PAL program coach: Quick overview of role; short personal background overview; introduce two musical selections from an artist from the Podsafe Music Network.

Special Interview or Music Shows

Purpose: Provide supplemental or enrichment learning opportunities related to the course.

Format: Show provided occasionally during the semester as a supplement to the weekly podshow.

Show Content:

1.   Interviews with experts in historical topics directly related to the course material. (*e.g., currently enrolled students who have served abroad in the Iraq War*)
2.   Music theme shows of Podsafe music of different cultures from around the world. Music drawn from http://podsafemusicnetwork.com

Major Exam Preparation

Purpose: Provide preparation before each of the four major exams. A review session from the instructor and PAL facilitators'= point-of-view.

Format: 20 to 30-minute podcast show co-produced by the course faculty member and the PAL facilitator. Podshow posted three days before the exam.

Show Content:

1.   Podcast series theme music [*15 seconds*]
2.   Podcast series introduction [*PAL program coach; 1 minute; prerecorded and used in all podcasts in the series*]
3.   Talk about each of the nine potential essay questions for the major exam: identify key words; expectations for the essays; the A*big picture*@ issues that each question is seeking to address [*Course faculty member; 10 to 15 minutes*].
4.   Exam preparation strategies [*PAL facilitator; 3 to 4 minutes*]
5.   Podcast series theme music and closing credits [*PAL program coach; 1 minute; prerecorded and used in all podcasts in the series*]